## *The DID Designer*

# During the design phase, you should envision the entire instructional unit from start to finish. Then fully describe your vision in terms of each of the six critical steps in the design process.

# How to Use the Designer: *For each of the steps below, click into the shaded box under each step to enter your own lesson design elements. The box will expand to accommodate your entry. Save and print the completed template when you are done.*

# STEP 1 - KNOW THE LEARNER

Summarize the characteristics of the learners for whom you are creating the lesson. Consider the following questions that might be answered in step 1:

* What are the personal demographics (ethnicity, socio-economic level, cultural background) that might impact learning?
* What is the developmental stage of the student relative to the content?
* What is the cognitive/learning style of each student?
* What are the student’s strengths in terms of multiple intelligences?
* What group dynamics might help/hinder the teaching and learning process?
* What are the student’s entry skills with reference to the content?

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| There are a total of 30 students in my class.  There are 18 females ( 12 White; 4 African American; 2 Hispanic)  There are 12 males ( 8 White; 3 African American; 1 Hispanic)  -All students are in advanced placement programs  -Most students are considered advanced, No IEPs etc.  -There are several student groupings that could hinder learning; communicative.  -Students have some knowledge of content |

# STEP 2 - ARTICULATE OBJECTIVES

State the behaviors that you expect your students to be able to do at the conclusion of the unit. Consider the following questions that might be answered in step 2. Be sure to follow the text 4-part format when constructing objectives.

* What performance will result from the unit?
* What criteria for success are necessary to ensure mastery?
* How will you assess the performance?
* Have you included all the levels of Bloom’s Taxonomy that are appropriate for the content?

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| * Students will be able to label the branches of government and their functions, and checks and balances with 80% accuracy. * Students will be able to label each state on a map of the United States with 80% accuracy. * Students will be able to identify the Bill of Rights. * Assessing performance will consist of fill in the blank questions, multiple choice, and short answer. * All Blooms Taxonomy will be present. |

# STEP 3 – ESTABLISH THE LEARNING ENVIRONMENT

Clarify what you plan to do to create an environment for this unit conducive to learning. Consider the following questions that might be answered in step 3:

* What changes need to be made to the classroom space?
* What reinforcers are needed for this unit to motivate and build learning success?
* How can learning be made active?
* How should students be grouped for positive interaction?

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| * No changes need to be made. Upon group work, students will gather in 4 corners of the class room. * A review game from the previous day’s material will be included. * Students will be put into groups by the teacher, ensuring work will get done. |

# STEP 4 - IDENTIFY TEACHING AND

# LEARNING STRATEGIES

Given the objectives, describe in detail the teaching and learning strategies that need to be implemented to meet the objectives. Consider the following questions that might be answered in step 4:

* What pre-organizers are you planning?
* What prior knowledge do you need to connect to as a prerequisite for the lesson?
* How will you introduce the new information? What methods will you use?
* What media, materials, or technologies will support your method?
* What teaching and learning strategies will support active learning?
* How will you reinforce the new knowledge?
* What will students need to do to ensure mastery of the content?
* How will you perform formative and summative evaluation?

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| * Pre-organizers include having proper web-pages saved and ready as they are needed. * Limited prior knowledge of the government system of the United States, but not necessary. * New information will be brought up in front of the class, using the board or projector as guides. * Media will support the lesson by internet, and smartboard. * Students will give attention to the lesson, to master the new information. * Formative assessments will be made constantly throughout the lesson, by asking questions and by informal games. Summative Assessments will be in the form of an end of week test, with daily 10 question quizzes. |

# STEP 5 - IDENTIFY AND SELECT

# SUPPORT TECHNOLOGIES

Given the strategies selected, identify the technologies that will be needed in support of those strategies. Consider the following questions that might be answered in step 5:

* What technologies and related materials are needed for this unit?
* Which technologies are required for each strategy?

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| * Technology for this lesson will consist of an interactive map of the United States, and multiple web-pages. * Physical maps of the United States * Textbooks and worksheets * There will be a group game, done on Kahoot.com. |

# STEP 6 – EVALUATE AND REVISE THE DESIGN

Describe the summative evaluation process you will use to evaluate the design and how the results of the evaluation will be used to revise it. Consider the following questions that might be answered in step 6:

* How will you know the design is effective?
* What assessment instruments are needed to measure effectiveness?
* What remediation plan should you include if students do not achieve as expected?
* What is the revision process once you have the results from your evaluation?

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| * The design will be considered effective if students are active and engaged, and topics are well received by the assessments. Both in the group setting and individually. * Remediation will include more review and as needed and homework |